Teaching and Learning Audit
Executive Summary – Wulguru SS
Date of Audit: 28-29 July 2014

Background:
Wulguru SS is a co-educational school located south of Townsville in the North Queensland education region with a current enrolment of 410 students from Prep to Year 7. The Principal, Sandra Perrett, was appointed to the position in 2014.

Commendations:
- Since the previous Teaching and Learning Audit in 2010, there has been improvement made in the domains: An Explicit Improvement Agenda; Analysis and Discussion of Data; A Culture That Promotes Learning; Targeted Use of School Resources; Systematic Curriculum Delivery; Differentiated Classroom Learning; and Effective Teaching Practice.
- The Leadership Team and staff members are strongly committed to maximising the learning opportunities for all students. A strong collegial culture has been established which provides a strong platform for ongoing school improvement.
- There is a clear and explicit focus on the teaching of reading. Consistent, school wide practices for the teaching of guided reading has been developed and is implemented in all classes.
- Reading levels are monitored by the Leadership Team, support teachers and class teachers. Data is clearly displayed in all classrooms and in prominent areas across the school.
- The planning and recording of differentiation is evident in unit plans and in teacher’s weekly planning documents. Strategies to support students with learning difficulties and to extend students are clearly articulated.
- The development of unit goals and success criteria focuses on the teaching and learning of English units for both staff members and students.

Affirmations:
- The Charter of Expectations, displayed in all classrooms, clearly articulates expectations for students and staff members.
- Teaching staff have identified professional learning goals and action plans aligned with the school’s priorities.
- Respectful and caring relationships are reflected in the ways in which staff members, students and parents interact.
- The school has prepared Years 6 and 7 students for transition to Junior Secondary in 2015
- The Break it Down and Build it Up program is used by teaching staff to scaffold the teaching and learning process and create clarity around what students need to know and be able to do in English units.
- The school maintains a voluntary contribution program through Centrepay, enabling parents to prepay fees for curriculum materials, school camps and events, maximising student participation and engagement in learning.

Recommendations:
- Further develop teaching staff members’ data literacy skills to ensure that all teachers are consistently entering academic and behaviour data into OneSchool and are regularly using the class dashboard to analyse student data and monitor student progress.
- Conduct regular data conversations with teaching staff to discuss the full range of student data, identify support requirements and evaluate the effectiveness of teaching strategies and school programs.
- Build on the existing Developing Performance Framework (DPF) process to include a planned and structured coaching and mentoring program to enhance teacher capability.
- Develop and formalise the processes whereby instructional leaders visit classrooms to observe practices and provide written and verbal feedback to teachers on their pedagogy, aligned with school priorities and professional learning plans.
- Develop processes and expectations of frequent verbal and written feedback to inform students of progress with their daily learning, including bookwork.